

# Spain

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## National context

### Population, Economic and social characteristics

In 2008 the population of Spain officially reached 46 million people, as recorded by the Padrón municipal. Spain's population density, at 91/km<sup>2</sup> (235/sq mi), is lower than that of most Western European countries and its distribution across the country is very unequal. With the exception of the region surrounding the capital, Madrid, the most populated areas lie around the coast. The population of Spain more than doubled since 1900, when it stood at 18.6 million, principally due to the spectacular demographic boom in the 1960s and early 1970s.

Native Spaniards make up 88% of the total population of Spain. After the birth rate plunged in the 1980s and Spain's population growth rate dropped, the population again trended upward, based initially on the return of many Spaniards who had immigrated to other European countries during the 1970s, and more recently, fuelled by large numbers of immigrants who make up 12% of the population. The immigrants originate mainly in Latin America (39%), North Africa (16%), Eastern Europe (15%), and Sub-Saharan Africa (4%). In 2005, Spain instituted a three-month amnesty program through which certain hitherto undocumented aliens were granted legal residency.

In 2008, Spain granted citizenship to 84,170 persons, mostly to people from Ecuador, Colombia and Morocco. A sizeable portion of foreign residents in Spain also comes from

other Western and Central European countries. These are mostly British, French, German, Dutch, and Norwegian

Spain has the thirteenth largest economy by nominal GDP in the world, and fourteenth largest by purchasing power parity. The Spanish economy is the fifth-largest in the European Union, and the fourth-largest in the Eurozone, based on nominal GDP statistics. In 2012, Spain was the eighteenth-largest exporter in the world and the sixteenth-largest importer. Spain is regarded as the world's 23rd most developed country, among the countries of very high human development. Despite this, the Spanish economy's recent macroeconomic performance has been poor; between 2008 and 2012 the economic boom of the 2000s was reversed, leaving over a quarter of Spain's workforce unemployed by 2012. In 2012, the Spanish economy contracted by 1.4%, and the Spanish economy is still mired by recession as of Q2 2013.

In spite of the recent economic performance of the Spanish economy, Spain actually has a trade surplus with other countries in the EU of € 2.19 billion in May 2013 and has a narrowing trade deficit globally with exports rising 7.3% year-on-year in May of the same year.

Spain is a member of the European Union, the Organisation for Economic Co-operation and Development, and the World Trade Organisation.

## **Description of the types of education and training**

### *Spanish Education System*

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The Spanish Education System provides the following teachings:

**Pre-Primary Education** is up to 6 years old. Although it is not a compulsory education stage, the second cycle is free in any publicly-funded school (public schools and publicly-funded private schools). Public schools providing it are called Pre-Primary Schools and those, also offering Primary Education are called Pre-Primary and Primary Schools.

**Basic Education** is compulsory and free in publicly-funded schools. It lasts ten years of schooling and it is divided into two stages:

- Primary Education, provided in Primary Education schools. It covers six academic years, usually studied between 6 and 12 years old.
- Lower Compulsory Secondary Education (ESO), studied in Secondary schools, between 12 and 16 years old. At the end of this stage, students receive the first official certificate, the Lower Compulsory Secondary Education Certificate, which allows them to access Upper Secondary Education or world of work.

**Upper Secondary Education** is also provided in Secondary schools. It lasts two academic years, usually studied between 16 and 18. It offers two possibilities: Baccalaureate (mainstream branch) and Intermediate Vocational Training (professional branch). This last

one is also provided in Vocational Training integrated institutions and in National reference institutions.

**Higher Education** includes university and professional studies. University studies, provided in universities, lead to the obtaining of Bachelor, Master and Doctorate Degrees. Advanced Vocational Training is provided in the same schools than in those providing Intermediate Vocational Training.

**Adult Education and Training** covers different teachings provided by the Education and Labour Authorities, studied in studies from different nature. On-site teachings leading to the obtaining of official degrees of the Education System are provided in ordinary schools or specific schools for adults. Adult Education and Training is aimed at people over 18 and, as an exception, to workers over 16 who cannot attend school in ordinary regime, or at high performance athletes.

**Specialised Education** Apart from these studies, the Spanish Education System offers Specialised Education:

- Language Education, provided at Official Language Schools. Only students over 16 can take these studies.
- Artistic Education, including Elementary Music and Dance Education, Professional Artistic Education and Advanced Artistic Education. These studies are provided in different specific schools, according to every kind and level of education.
- Sports Education, organised in Intermediate and Advanced Vocational Training cycles and provided in the same institutions than those providing Vocational Training.

#### *Principles established for Non-University Education*

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Non-University Education is regulated by the following the regulations:

- The 1985 Organic Act Regulating the Right to Education (LODE), whose main goals are:
  - Guarantee the right to Education and academic freedom to all residents in Spain.
  - Promote society participation in Education.
  - Rationalise the provision of publicly-funded school places.
  - Assure the right to access higher education stages according to talent and vocation, without discrimination on account of economic circumstances, social background or place of residence.
- The 2002 Organic Act on Qualifications and Vocational Training (LOCFP) aims at organising a comprehensive system of Vocational training, qualifications and

accreditations satisfying the social and economic demands by means of different training modalities. Its main objectives are:

- Guarantee the access to the different modalities of Vocational Training for all the citizens under conditions of equality.
- Encourage the participation and cooperation in the policies for Vocational Training and qualification of the social stakeholders and the different Public Authorities.
- Adapt training and qualifications to the criteria of the EU attending to the objectives of single market and free movement of workers.
- Promote public and private investment in the qualification of workers.
- Provide quality training.
- Officially evaluate and accredit vocational qualifications, regardless the way they were acquired.
  - The 2006 Organic Act on Education (LOE) is the basic regulation currently regulating the Spanish Education System. It establishes the following principles, objectives and purposes:
    - Equity, which guarantees equal opportunities and education inclusion.
    - The quality of Education for all students, regardless their conditions and circumstances.
    - The participation of the education community in the organisation, governance and running of educational institutions.
    - Autonomy to establish and adapt the organisational and curricular actions within the framework of the powers and responsibilities corresponding to the State, the Autonomous Communities, the local corporations and the educational institutions.
    - The cooperation between the State and the Autonomous Communities in the definition, application and evaluation of the education policies, as well as the Education Authorities with the local corporations in the planning and implementation of the education policy.
    - The evaluation of the whole Education System, both in the planning, the organisation, the teaching and learning processes and the results.
    - The teaching function as a key factor of the education quality, by socially acknowledging teachers and supporting them in their duty.
    - Promotion and enhancement of education research, experimentation and innovation.
    - Flexibility for adapting education to the diversity of students' aptitudes, interests, expectations and needs.

*Decentralisation and Competencies in the Spanish Education System*

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Regarding the administration and management of the Spanish Education System, it is necessary to highlight the meaningful decentralisation that shares the competences between the State General Authority (Ministry of Education, Culture and Sport) and the Autonomous Communities (Regional Ministries or Departments of Education). The State Education Authority executes the general guidelines of the Government on education policy and regulates the basic elements or aspects of the system. The Autonomous Education Authorities develop the State regulations and have executive and administrative competences for managing the Education System in their own territory. In addition, the schools have pedagogical, organisational and managerial autonomy for their resources. This autonomy is accompanied by the participation of the education community in the schools organisation, government, running and evaluation

Functions of the decision-making bodies in terms of Education in Spain

Ministry of Education, Culture and Sport (MECD):

- To enact the basic rules defining the constitutional right to Education, by establishing the general organisation of the Education System.
- To set the minimum requirements of the schools.
- To establish the general programme of Education, to set the core curricula and to control the academic and professional certificates valid throughout the national territory.

Regional Ministries or Departments of Education of the Autonomous Communities:

- To assume the regulations developed by the State rules and for the non-basic elements or aspects of the Education Systems.
- To assume the executive and administrative competences for managing the Education System in its own territory.

Regional Ministries of Education and municipalities:

- The State General Authority and the Autonomous Communities delegate the exercise of their functions to the municipalities in aspects having a direct impact on them.

Educational Institutions: - They have autonomy for preparing, enacting and executing a school development plan and a management plan, as well as the rules for organising and running the school, within the framework established by the State and Regional regulation.  
Source: Prepared by Eurydice Spain-REDIE from the regulations in force

*Educational institutions*

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Non-university educational institutions are classified according to their ownership and their funding source. Kinds of educational institutions depending on their ownership and their funding source:

- Public schools: They are owned by the Education Authority and publicly-funded.
- Private schools: They are privately owned and privately-funded.
- Publicly-funded private schools: Ownership is private but they can be publicly funded through a regime of agreements.

## **Practices and organisations**

### *Teacher Training*

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Teachers and Education Staff can be divided into two groups, university and non-university, depending on the field where they teach.

The 2006 Organic Act on Education (LOE) establishes the requirements for accessing the teaching public service, the initial and continuing training, and the conditions for recognition, support and value of those teachers teaching Non-University Education.

Initial teacher training is undergoing profound changes resulting from the gradual adaptation of the university system to the European Higher Education Area (EHEA). At this moment, the study programmes previous to the EHEA, to be extinguished, coexist with the new degrees, to be implemented.

Initial training required for teaching is similar throughout Spain, but it is different depending on the education level. On this manner, it is possible to make the difference between Pre-Primary Education, Primary Education, Lower Compulsory Secondary Education (ESO), Bachillerado and Vocational Training

Some new regulations on initial teacher training were enacted in 2011. They cover the new specialities of the school teachers body, the new requirements for teachers of ESO and Bachillerado, Vocational Training and Language education, as well as pedagogic and didactic training equivalent to the university Master on Teacher Training for ESO and Bachillerado, Vocational Training and Language Education.

Work conditions for teachers vary depending on the ownership of the workplace, the employment status (civil servants, temporary civil servants or working staff) and the educational level they teach. As for public educational institutions, there can be differences between the various Autonomous Communities. The LOE and the regulations developing it establish the entrance system, mobility between the teaching bodies, reorganisation of teaching bodies and scales and their features, as well as the provision of places through State transfer competitions. The Autonomous Communities organise the teaching public civil service within the framework of their competences, respecting the rules that assure a common framework. In addition, for the teachers of Non University Education, the 1985 Organic Act Regulating the Right to Education (LODE) developing the rights that the Constitution recognises to teachers: academic freedom, right to unionisation, right to participate in the control and management of publicly-funded schools, and right to assembly.

## *Continuing Professional Development*

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Continuing professional development is both a right and a duty of all teachers. They can voluntarily enrol in training activities which involve the regular updating of their scientific, educational and professional expertise.

The Education Authorities are responsible for planning, organising and recognising continuing professional development within their jurisdiction providing teachers with a wide range of activities

The 2006 Organic Act on Education (LOE) lays down several guidelines for the in-service training programmes offered by the Education Authorities of the Autonomous Communities. These guidelines are: to adapt knowledge and teaching methods to trends in science and specific teaching methodologies; to offer training related to coordination, guidance, tutorship, attention to diversity and school organisation; to establish training programmes in Information and Communication Technologies (ICT) and foreign languages; to promote educational research and innovation programmes; and to provide specific training as regards equal opportunities between men and women, and coeducation.

The Spanish Ministry of Education, Culture and Sport (MECD) through the Spanish Institute for Education Technologies and Teachers Training (INTEF) annually determines the priority guidelines of in-service teachers training programmes. It also offers in-service training programmes at State level and establishes the relevant agreements with other institutions to this end. In their turn, the Autonomous Communities are also free to establish their own priority guidelines, taking into account the training needs of the teaching staff within their jurisdiction. This implies that both the content of the training and the institutions in charge of its provision differ from one Autonomous Community to another.

All Autonomous Communities have a network of institutions which provide teacher training activities. Although they have different names, the most widespread is Teachers and Resource Centres. Their tasks and powers are related to the organisation and development of the training plan within their area of action, the promotion of interinstitutional working teams supporting the dissemination of knowledge, the provision of resources to the teaching staff to contribute to the development of their teaching activity and the improvement of educational innovation. These institutions are responsible for a variable number of primary and secondary educational establishments to which they provide support in relation to professional development and resources or guidance to carry out innovation or improvement initiatives.

In all the Autonomous Communities there are also other institutions involved in the continuing professional development of teachers, such as university departments, institutes of education, professional associations, unions or educational reform movements.

Continuing professional development can be implemented through in-person or on-line courses, seminars and working groups or training projects in educational institutions. Teachers can take part in these activities out of their teaching hours, during the hours spent in the school or during working hours if they are carried out outside the educational institution. To take part in some of these activities, teachers may have to comply with several admission

requirements usually related to their university qualifications or teaching experience in certain educational levels.

### *Innovation Consulting*

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\ National Institute for Education Technologies and Teachers Training INTEF (Instituto Nacional de tecnologías educativas y Formación del profesorado)

<http://www.ite.educacion.es/es/intef>

The Spanish Institute for Education Technologies and Teachers Training annually determines the priority guidelines of in-service teachers training programmes. It also offers in-service training programmes at State level and establishes the relevant agreements with other institutions to this end

\ National Center for Educational Research and Innovation CNIIE (Centro nacional de Innovación e Investigación educativa)

<http://www.mecd.gob.es/cniie>

The National Center for Educational Research and Innovation is considered a generating unit of knowledge and innovation in education, in the service of the Spanish educational system. Its specific mission is to contribute to the promotion of quality education through the acquisition of basic skills, with particular attention to non-curricular areas.

\ National Institute for Education Technologies and Teachers Training INEE (Instituto Nacional de Evaluación Educativa)

<http://www.mecd.gob.es/inee/portada.html>

The Spanish Institute for Education Technologies and Teachers Training annually determines the priority guidelines of in-service teachers training programmes. It also offers in-service training programmes at State level and establishes the relevant agreements with other institutions to this end.

\ European Qualifications Framework MECU (Marco Europeo de Cualificaciones profesionales)

<http://www.mecd.gob.es/mecu/en/>

The EQF is a common European reference framework which makes it possible for European countries to compare their qualifications. MECU, the Spanish Qualifications Framework for lifelong learning, is an instrument to promote and improve all citizens access to lifelong learning and their participation in it, as well as the recognition and use of qualifications at national and European levels.



## Policy environment

National policies for the modernisation and flexibility of the Spanish education system:

Spain has established the following priorities related to the modernisation and flexibility of the Education System, in line with the Strategic Framework for European Cooperation in Education and Training (ET2020) and the Strategy 'Europe 2020' for smart, inclusive and sustainable growth:

- Reduce early school drop-out with the goal of increasing the number of young people who have successfully finished Lower Compulsory Secondary Education (ESO), continue and end their studies in Bachillerato or in the Intermediate Vocational Training cycles.
- Make more flexible the access to Vocational Training (FP), Bachillerato and initial Vocational Qualification Programmes.
- Recognise the professional competencies acquired through work experience or non-formal training ways, which will make easier to continue post-compulsory studies.
- Improve young people's employability through the modification of FP and the inclusion of Dual Vocational Training, combining training and employment.
- Increase the proportion of population between 30 and 34 years old having finished Higher Education.
- Enhance the participation in continuing learning.

The Spanish Education System accepts the need for combining quality and equity in the training provision, understood as two inseparable principles, and not as conflicting objectives. In this sense, the features that best define it within the European overview are:

- The promotion of the evaluation and the innovation: the Education Authorities are committed to know the status of the Education System in order to enhance the necessary innovation and improvement processes, the reflection on the practice and the self-evaluation.
- The guarantee that any student will be excluded and their continuity in post-compulsory studies: the principle of equity assures equal opportunities, education inclusion and non-discrimination, and it acts as an element for compensating social and economic inequalities. In basic education, the attention to student's diversity is established as a key principle in every education intervention, trying to prevent and satisfy the temporary or permanent needs of each of them. In all the education stages, compensating the inequalities between people, groups or territorial scopes in disadvantaged situation implies the provision of the economic resources and the necessary support so that all the population will have the chance to receive quality education services.

The flexibility that makes easier the mobility between the different training options, within the framework of lifelong training and learning: the passage from training to employment and vice versa allows young people having dropped out to continue and complete their studies, and adults to continue their lifelong learning. For this purpose, some links between the

different kinds of teachings are established, making easier the passage from ones to another ones and allowing the making up of training ways adapted to personal needs and interests.

## **Policies on key competencies in LLL**

Current regulations result in considering the term "basic skills" in the Spanish curriculum, not only as a mere definition of a concept, but a complete reformulation of the teaching methods. From "know" to "know-how", from "learn" to "learning to learn". The aim is that upon completion of compulsory schooling, young people have achieved a range of skills that enable them to enter the world adult and the labour market in a satisfactory manner.

Therefore, the education authority fosters a line of an innovative work led to the study, development and dissemination of strategies for teaching and learning basic skills that includes not only the formal aspects of education but also non- formal and informal . This line is to light and make visible the practices and models of teaching and learning to ensure that students reach not only in our educational system but outside of school too, the level of competence required to practice good citizenship in the 21th century.

## **Policies on ICT in the learning process**

Main features of the local, regional and national policy documents and strategies concerning education policies on ICT in the learning process The Spanish government focuses on ICT in the learning process.

The Bill on the Improvement of the Quality of Education, which will modify the 2006 Education Act, establishes that information and communication technologies (ICT) are one of the areas playing a major role in the transformation of the education system. In this regard, the Act states that there is a need to review the concept of classroom and learning environment from a broad perspective of the educational function of the new technologies. The gradual introduction of ICT in the education system will make personalised education and its adaptation to each student's needs and pace possible. On one hand, it will serve as reinforcement and support in instances of poor performance and, on the other, it will help extend the knowledge acquired in the classroom without limitations.

ICT will also have to be a key tool in teacher training and lifelong learning, allowing citizens to combine training with their personal and work obligations, as well as in the management of processes

According to educational stages, in the first cycle of compulsory secondary education, ICT will be included in all the subjects of the three years, without prejudice to a specific treatment in any of the subjects. In the 4th year, ICT is one of the specific subjects from which students take a minimum of one and a maximum of three. In the two years of Bachillerato it is again one of the specific subjects from which students have to take a minimum of two and a maximum of three. At this stage, a new order is established, changing its name to 'Information and Communication Technologies I and I' and 'Information and Communication Technologies II'

## **Policies on creativity and innovation**

Innovation is mentioned by the Spanish and regional government as one of the drivers that lead to educational improvement, therefore in all administrations with responsibility for education there is a General Directorate for Innovation.

In our region, in particular, there are many initiatives that are launched with the ultimate goal of educational improvement combining it with creativity, which is the genesis of innovation. In this sense, in our region, the most important initiative that brings innovation and creativity is to combat school failure through music because of the musical tradition heritage.

## **Policies on intercultural learning skills**

Spain is undergoing a process of structural reforms in the field of education which, after a process of public information and debate with the education authorities, will be completed with the passing of the Act on the Improvement of the Quality of Education. In addition, the reforms of vocational training for employment and vocational training of the education system are continued and extended and the foundations for dual vocational training are laid.

Together with these reforms, the Ministry of Education, Culture and Sport and regional education authorities collaborate, through Territorial Cooperation Programmes, in areas which are considered strategic for the education system:

2013 Programmes/ Objectives - PROA Plan-Reinforcement, Guidance and Support Programme: School support and reinforcement in primary and secondary education. - Plan to Reduce Early Drop-Out in Education and Training: Retention of students in the education system and programmes for the reintegration of those who dropped out with no qualification or certificate. - Plan to Improve Foreign Language Learning: Stays abroad for teachers and students, support in the first years of primary education and an increase in the number of language assistants.

## **Level and kind of investment**

In Spain there is a generic public investment in R + D + I (Research + Development + Innovation) although it is becoming less due to the economic crisis, it is expected to increase.

According to the 2013 National Programme of Reforms, investment on R&D&I must be one of the priorities of public spending policies. Although there has not been any cut in the expenditure on civil R&D&I in the State Budget for 2013 compared with the previous year, the macroeconomic context of the country and the need to meet the deficit targets set have prompted to review the initial objective of 3% of the GDP on R&D, envisaging an investment of 2% for 2020. In order to achieve this objective, a marked increase in the degree of involvement and participation of the private sector in R&D&I investment, which must reach 1.20% by 2020, is expected.

There isn't, however, a specific budget dedicated to educational innovation. Common practice relies on public calls for aid to educational innovation.

Examples of this indirect investment in Valencia are: - Call for program contracts

- Grants to educational innovation
- Helps to reduce school failure through music
- Support for projects to improve the educational quality Network [\[1\]](#)

Examples at the national level are:

- Grants to educational innovation: Deepening key skills [\[2\]](#)
- Grants to educational innovation: Improving the quality of education [\[3\]](#)

In the Valencian Community the following aids have been granted in recent years,

2013

Aid for innovation projects and combating school failure through music: 600,000 € Schools benefited: to be determined

Aid to developing innovation projects by schools: 230,000 €: Schools benefited: 216

2012 Aid for innovation projects and combating school failure through music: 200,000 € Schools benefited: 331

Aid Projects for improvement in centers of the Education Quality Network: 206,900 € Schools benefited: 158

2011

Aid for innovation projects by schools: 210,000 €: Schools benefited: 106

Aid Projects for improvement centres Education Quality Network: 206,900 € Schools benefited: 207

## **Past and current initiatives and projects in Schools**

Some initiatives and driven projects in recent years in schools are:

### **"SCHOOL 2.0"**

School 2.0 program (Programa Escuela 2.0)

<http://www.ite.educacion.es/es/escuela-20>

National initiative / ICT

School Program 2.0 is the latest project of integration of Information Technology and Communication (ICT ) in schools . The objective was to launch the XXI century digital

classroom, equipping with technology infrastructure, ensuring Internet connectivity and interconnectivity within the classrooms, and also promoting teacher training and creating digital access to educational materials. The proceedings began in 2009-10 and focused , in its first phase, on 5th graders of primary schools supported by public funds. Throughout the two years of implementation about 650,000 students in the third cycle of primary education and the first cycle of ESO have a laptop as a learning tool. In all, 30.000 digital classrooms have been created, 160.000 teachers have participated in training related to ICT and it has provided a significant impetus to the production and use of digital educational contents both by education and by the publishing industry.

## **"TABLETS"**

Tablets pilot program (Programa experimental Tablets)

[http://www.cece.gva.es/eva/es/programas\\_exp.htm](http://www.cece.gva.es/eva/es/programas_exp.htm)

Regional initiative / ICT

The overall objective of the program is to promote the use of digital textbooks using tablets as hardware. This way students will experience a dynamic teaching which incorporates the electronic tablet as alternative to purchasing textbooks on paper.

The program is not mandatory, this course it has been implemented in 25 schools supported by public funds of Valencia. It has been implemented for students from 5th grade of primary. The forecast for next year is to be permanently implanted with a possible participation of 100 schools.

## **"EDA"**

Project EDA. Didactic piloting in classroom with ICT (Experimentación didáctICA en el aula)

<http://recursostic.educacion.es/eda/web/>

National initiative / ICT

EDA is a project that aims to help teachers to incorporate ICT into their classroom activity , identify advantages and disadvantages of using these new technologies and new approaches to teaching. Although initially only for math began in 2005 , has been extended in recent years to other subjects and other cross curricular projects. Within this initiative same specific projects have been developed such as: Biosphere Project, Descartes Gauss Project; Malted Project; Project Newton; Simulators FP and ICT 2.0 There is also the participation in the pilot project for ACER - EUN netbook for classroom usage (40 classrooms in 14 Spanish centers with five other European countries) and then with ACER - EUN pilot project for the use of tablets in the classroom ( 3 classrooms in Spanish centers , along with eight other European countries) Many schools are involved and implementing this project applications.

## **"AGREGA, WikiDidácTICa"**

Repositories of digital educational content (Repositorios de contenidos educativos digitales)

Agrega

<http://agrega.educacion.es/>

<http://www.agrega2.es/web/>

WikiDidácTICa

<http://recursostic.educacion.es/multidisciplinar/wikididactica/index.php>

National initiative / ICT

The implementation of ICT in education involves the use of digital educational materials. One of the goals is to be able to share these resources among all teachers. Hence the creation of the two educational digital content repositories. They are intended to leverage the collective knowledge of teachers to build a useful space that facilitates the gradual incorporation of digital resources in the various subjects and stages of education. In recent years the number of accesses to the repositories has grown exponentially since the teaching community has seen in them a bank of very good resources.

## **"PASE"**

PASE Program. Host Program Educational System (Programa de Acogida al Sistema Educativo)

[http://www.cece.gva.es/eva/es/exp\\_pase.htm](http://www.cece.gva.es/eva/es/exp_pase.htm)

National-Regional initiative / Intercultural Learning Skills

The PASE program proposes a framework for the development of host performances and integration of immigrants and educational support. It is a measure of temporary support (maximum one year) addressed to newcomers foreign students. In its first phase, it provides support to students who know the language of instruction, the second phase offers support to students who have deficiencies in the areas or subjects, mainly in the instrumental to facilitate its rapid school integration. The methodology of the program integrates language learning with content and subject areas. It has been developed since 2005-06 for a total of 447 secondary schools with 860 teachers and 5,206 students involved and welcomed to 147 primary schools, 150 teachers and 1,496 students.

## **"LEERES"**

Leeres Project (Proyecto Leeres)

<http://www.mecd.gob.es/cniie/proyectos/Leeres.html>

National initiative / Creativity and Innovation

Leeres is a program that serves multiple literacy purposes which is considered as the essential tool for transforming information into learning. Its web site (<http://leer.es/>) offers resources on reading for all areas and all levels of education. It focuses on teacher training through its webcast ( <http://videos.leer.es/> ), resources based on videos that demonstrate good reading practices and besides it has launched various courses on reading abilities.

It also provides information, resources and initiatives related to school libraries.

It creates collaborative networks, giving visibility to the reading-related activities carried out in the ministry, in the regions and in the Latin American community.

At present this project and its implementation in the regions, is booming.

In the Valencian region it is compulsory from the academic year 2012-2013 to all schools where each year schools draw up and implement a "Plan for the promotion of reading "

## **"COMBAS / PIC"**

2010-2011-2012 COMBAS Program for the Curricular Integration of Key Competences Programa de Integración Curricular de las Competencias Básicas )

2012-2013 PIC Program for the Curricular Integration of Key Competences Programa de Integración Curricular )

<http://www.mecd.gob.es/cniie/proyectos/competencias-basicas/Integracion-curricular/proyecto-combas.html>

National-Regional Initiative / Key competences

This program is implemented in the 2010-11 academic year and provides:

- Theoretical and practical advice focused on solving educational tasks related to the inclusion of basic skills in curriculum development.
- Teacher training through a cascade process between state-level advisory, monitoring and site adaptation at regional and local level as well as coordination with teachers involvement in horizontal resolution and delivery of the proposed tasks.
- A documentary based on literature reviews and expert teams.
- A digital portal for the exchange of documents, materials, proposals and tasks to give visibility to best practices and initiatives of interest

In the 2010-11 academic year it gathered 150 primary and secondary schools In the year 2011-12 it involved 81 primary and secondary schools In this course 2012-2013 primary and secondary schools participants rose to 100

## **"ALZIRA"**

The Challenge of Student Participation and Motivation: lesson plans integrating key competences. (La participación y motivación del alumnado como reto: programaciones didácticas de aula integrando las competencias básicas)

<http://www.proyectoatlantida.net/> Atlantida Innovation Group materials related to the Alzira experience: curriculum specification, integrated teaching units and the new teaching plan for the entire community. Regional Initiative Teacher Training Centre, Alzira, Valencia. Centro Profesorado Alzira, Valencia.

Start: September 2009; End: September 2012 22 centres within the area of influence of the CEFIRE and 8 centres from bordering areas. 500 teachers in total. 1 coordinator for the initiative in each school. Primary and secondary education teachers. Three learning contexts were used:

- In the CEFIRE: a network of coordinators for the initiative in each school and management teams in schools.
- In each school: top-down educational training and reflection (by the coordinator for the initiative to the departments for teaching coordination, the teachers of the various cycles and the educational coordination committee (ECC) of each school).
- In each classroom: the students.